

Тастемір М.,¹ Сейдалиева Г.О..²

^{1,2} Абай атындағы ҚазҰПУ

¹ I курс магистранты,

² PhD, қауымдастырылған профессор м.а

SCAFFOLDING ӘДІСІН ҚОЛДАНА ОТЫРЫП, АҒЫЛШЫН ТІЛІН ҮЙРЕНУШІЛЕРДІҢ ОҚУ СТРАТЕГИЯЛАРЫН ЖЕТІЛДІРУ: ПЕДАГОГИКАЛЫҚ ТӘСІЛ

Аңдатпа

Бұл мақалада ағылшын тілін үйренушілердің оқу стратегияларын жақсартуға бағытталған педагогикалық scaffolding (қадамдық қолдау) әдісі жан-жақты талданып, сипатталады. Назар Лев Выготскийдің жақын арадағы даму аймағы тұжырымдамасына және оның білім беру үдерісіндегі қолданылуына аударылған. Мақалада оқуға дейінгі тапсырмалар, модельдеу, мәтінмен контекстік жұмыс және бірлескен оқу сияқты негізгі scaffolding әдістері қарастырылады. Бұл тәсілдер студенттердің бұрынғы білімдерін белсендіру мен жаңа дағдыларды меңгеруіне ықпал етеді. Сонымен қатар, қолдауды біртіндеп азайту, мәтін құрылымын талдау және оқудан кейінгі рефлексия мәселелері де қамтылады. Оқытушының рөлі ерекше атап өтіледі: ол тиімді оқытуға жағдай жасап, көмекті біртіндеп азайта отырып, студенттердің дербестігі мен өз-өзіне сенімділігін дамытады. Scaffolding – әр студенттің жеке қажеттіліктеріне бейімделетін икемді тәсіл, сондықтан оқу дағдыларын дамытуда тиімді құрал болып табылады. Мақалада мәтінмен белсенді жұмыс істеу арқылы студенттерді оқуға тартудың маңыздылығы және оқытушының метатанымдық дағдыларды дамытудағы рөлі көрсетіледі. Scaffolding оқу және түсіну қабілеттерін арттырумен қатар, дербестік, сыни ойлау және сенімділік қалыптастырады.

Кілт сөздер: *scaffolding, оқу стратегиялары, жақын арадағы даму аймағы, оқу қолдауы, студенттердің дербестігі, метатанымдық дағдылар.*

Тастемір М.,¹ Сейдалиева Г.О..²

^{1,2} КазНПУ им.Абая

¹ Магистрант I курса

² PhD, и.о. ассоциированный профессор

СОВЕРШЕНСТВОВАНИЕ СТРАТЕГИЙ ЧТЕНИЯ У ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК С ИСПОЛЬЗОВАНИЕМ SCAFFOLDING: ПЕДАГОГИЧЕСКИЙ ПОДХОД

Аннотация

В статье анализируются и описываются различные педагогические методы улучшения стратегий чтения у изучающих английский язык посредством метода scaffolding (пошаговой поддержки). Особое внимание уделяется концепции Льва Выготского о зоне ближайшего развития и её применению в образовательной практике. Рассматриваются ключевые приёмы scaffolding, включая задания до чтения, моделирование, контекстуальную работу и совместное чтение, которые способствуют активации фоновых знаний и усвоению новых навыков. Также освещаются такие аспекты, как постепенное снижение уровня поддержки, структурный анализ текста и рефлексия после чтения. Особая

роль отводится педагогу, который создает условия для эффективного обучения, постепенно снижает помощь и развивает у студентов самостоятельность и уверенность в себе. Метод scaffolding является гибким и позволяет адаптировать учебный процесс под индивидуальные потребности каждого студента, что делает его эффективным инструментом в обучении чтению. В статье подчеркивается значимость активного взаимодействия студентов с текстом и роль преподавателя в формировании метакогнитивных навыков. Scaffolding способствует не только развитию навыков чтения и понимания, но и формированию критического мышления, самостоятельности и уверенности.

Ключевые слова: *scaffolding, стратегии чтения, зона ближайшего развития, учебная поддержка, самостоятельность студентов, метакогнитивные навыки.*

Tastemir M..¹, Seidaliyeva G.O.²

^{1,2}Abai Kazakh National Pedagogical University

¹2 year MA student

² PhD, acting associate professor

IMPROVING READING STRATEGIES FOR ENGLISH LANGUAGE LEARNERS USING SCAFFOLDING: A PEDAGOGICAL APPROACH

Abstract

This article analyzes and describes numerous pedagogical ways to enhance reading strategies for English language learners through the scaffolding method. Focus is directed towards Lev Vygotsky's notion of the zone of proximal development and its implementation in the educational process. This article examines essential “scaffolding” approaches, including pre-text assignments, modeling, contextual work, and collaborative reading, which facilitate the activation of background knowledge and the acquisition of new skills by students. The progressive decline in support, textual structural analysis, and post-reading reflection are also examined. The educator plays a crucial role in establishing conditions for effective learning, progressively diminishing assistance and fostering the development of students' autonomy and self-assurance. The scaffolding approach is adaptable and enables the customization of the educational process to meet the individual needs of each student, rendering it an efficient instrument for reading instruction. This article underscores the significance of engaging students in the learning process via active text interaction and highlights the teacher's responsibility in fostering students' metacognitive skills. Scaffolding facilitates the enhancement of reading and comprehension skills while also fostering independence, critical thinking, and self-confidence.

Key words: *Scaffolding, reading strategies, the zone of the nearest development, training support, students' independence, metacognitive skills.*

Introduction

Reading learning strategies are essential to the acquisition of English as a foreign language. The cultivation of reading abilities necessitates not only the capacity to recognize words and phrases but also the proficiency to comprehend the text at a profound level, encompassing the analysis of its structure, substance, and subtext. The “scaffolding” method is a highly effective pedagogical tool for enhancing students' reading strategies, facilitating a smooth transition from extensive instructor support to greater student autonomy.

The notion of “scaffolding” in education was initially introduced by Jerome Bruner and his associates within the framework of Lev Vygotsky's sociocultural learning theory[1]. Scaffolding, defined as “scaffolding”, entails a systematic reduction in the support offered to the student throughout the learning process, as the student gains confidence and proficiency in task completion. This assists kids in reconciling their capabilities with assistance with their independent

achievements. The scaffolding method in English reading instruction often encompasses pre-text exercises, active reading tactics, inquiry-based questioning, and post-text analysis.

In acquiring reading skills in a foreign language, scaffolding plays a crucial role by offering pupils appropriate assistance when faced with unfamiliar and intricate texts, subsequently diminishing this support as they advance. This enables pupils to enhance their reading skills and acquire the ability to engage with material autonomously, which is essential in the acquisition of any foreign language.

Main part. The phrase “scaffolding”, or supporting learning, is a significant idea in pedagogy, particularly with foreign language acquisition and reading skill development [2].

Scaffolding is an educational technique in which an instructor progressively withdraws assistance as learners acquire knowledge and enhance their proficiency. Support may pertain to material, processes, and learning methodologies. This necessitates meticulous planning, an initial evaluation of students' existing knowledge, and the monitoring of progress to ascertain the required supports and those that may be eliminated. As a student matures, they encounter increasingly complex obstacles that necessitate various forms of support, which will ultimately diminish with time.

The objectives of scaffolding are to enhance student proficiency and cultivate their abilities as self-regulated learners. This is accomplished by delivering a suitable level of instructional assistance according to student requirements and contextual intricacy. As students develop as learners, scaffolding may be modified, diminished, or eliminated over time [3].

Student support
A gradual increase in complexity
The development of independence
Overcoming learning difficulties
Achieving success without external help

Figure 1. The main goals of the “Scaffolding”

One learning outcome of a biology lesson may be to accurately label and elucidate the operations of a cell. The instructor initially evaluates students' past knowledge and divides lectures into manageable segments. Students receive graphics and guided notes throughout class. Students have access to interactive 3D software that enables them to examine cellular components and their interconnections [4]. During the initial phases of education, learners may utilize their notes and textbooks for formative evaluations and assignments. They receive both automatic and instructor comments on their contributions. Gradually, these scaffolds diminish (e.g., reduced instructor help, absence of notes during formative assessments), leading students to operate with greater independence.

The phrase was initially introduced by American psychologist Jerome Bruner and his associates in 1976. J. Bruner characterized scaffolding as provisional assistance offered by an educator or mentor to aid a student in accomplishing tasks that would be excessively challenging without such support [5]. Scaffolding entails a systematic reduction of external support as the learner gains requisite knowledge and abilities, fostering autonomy and self-assurance.

The primary concept of scaffolding is to offer pupils provisional support during the learning process, which diminishes as the student gains proficiency. The teacher functions as a “scaffolding” that aids pupils in acquiring new concepts until they can independently manage tasks. This process must occur incrementally and focus on enhancing pupils' cognitive and metacognitive abilities.

The notion of scaffolding is intricately linked to the theories of Soviet psychologist Lev Vygotsky, particularly his concept of the zone of proximal development (ZPD). L. Vygotsky

posited that learning is most effective when structured to facilitate the transition from tasks achievable with assistance to those manageable independently [6]. Scaffolding is the method of offering assistance to a student within the context of their education.

L. Vygotsky's theory posits that the zone of proximal development represents the disparity between a student's current developmental stage and the level attainable with a teacher's assistance. Effective learning occurs throughout this phase. This concept served as the foundation for the scaffolding theory established by J. Bruner, who suggested a pragmatic application of L. Vygotsky's theoretical framework. Consequently, scaffolding has emerged as a fundamental teaching approach rooted in cognitive developmental theory.

Subsequently, studies in pedagogy validated the efficacy of scaffolding across diverse educational settings. Wood, Bruner, and Ross underscore the significance of scaffolding in acquiring abilities that cannot be attained independently. Their research highlighted that educators should assist students not just in task completion but also in cultivating metacognitive skills, including planning and self-evaluation of their work [7].

Scaffolding has emerged as a crucial instrument in foreign language instruction, particularly in enhancing reading and writing competencies. James Cummins was a principal researcher advocating for the implementation of scaffolding in foreign language instruction [8]. J. Cummins introduced the concept of "contextual support" in his bilingualism theory, which laid the foundation for the implementation of scaffolding in language instruction. Cummins contended that students acquiring foreign languages require contextual assistance to comprehend new concepts, along with learning practices that foster autonomous engagement with material.

Aida Walqui underscores that scaffolding enables students to not only acquire linguistic proficiency but also to enhance cognitive skills through engagement with more intricate texts [9]. A. Walqui contends that scaffolding enables students to apply their knowledge, progressively advancing to more challenging tasks without undue frustration. The researcher emphasizes that scaffolding enhances comprehension of vocabulary, grammar, and cultural settings, which is particularly crucial for language acquisition as a tool for real-world communication.

Philip Gibbons' research further substantiates that scaffolding facilitates the steady development of academic language in students [10]. P. Gibbons posits that initiating with uncomplicated tasks and progressively augmenting their difficulty enables educators to assist students in engaging with texts of diverse complexity levels, so enhancing their academic achievement and linguistic confidence.

A primary advantage of scaffolding is its flexibility and responsiveness to individual student demands. The educator can adjust the level of assistance based on the student's existing knowledge and skills, thereby offering a tailored approach to each learner. This is particularly crucial in foreign language instruction, where skill levels might significantly differ within a single group.

Nonetheless, there exist critical perspectives concerning the application of scaffolding. Certain researchers indicate that the strategy necessitates significant time investment from the instructor and may be challenging to execute in large student groups. Van Lier contends that to implement scaffolding effectively, a teacher must meticulously organize each instructional stage and possess a high level of qualification to tailor assignments to individual student needs [11]. Moreover, several critics assert that an overreliance on scaffolding may foster student dependence on instructor assistance, thereby impeding the cultivation of autonomy. Consequently, the primary responsibility of the educator is to establish a balance between offering assistance and progressively enhancing the students' autonomy.

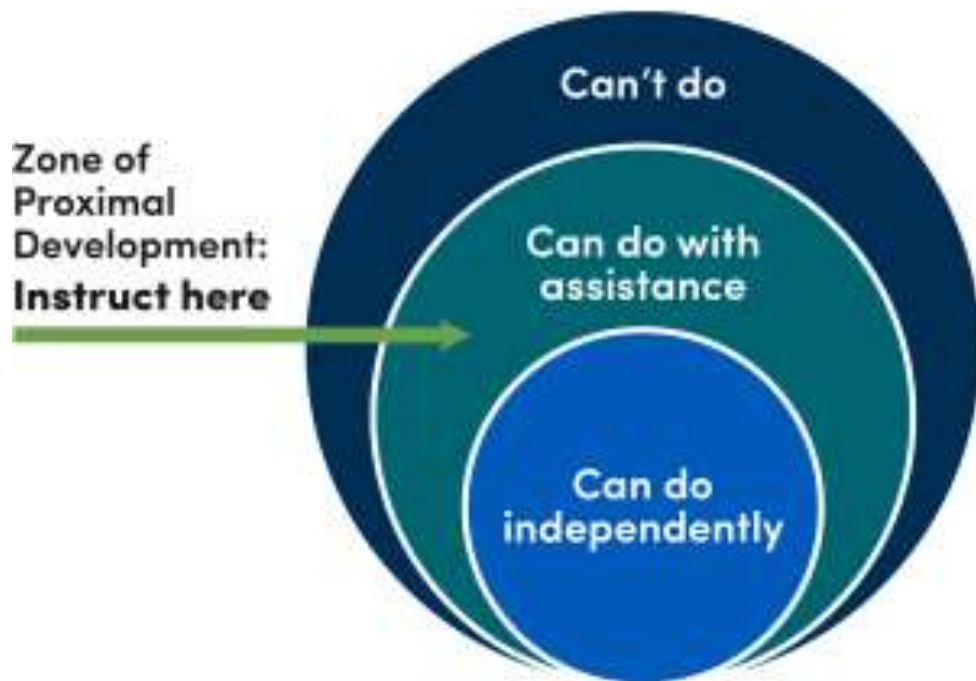


Figure 2. The zone of proximal development: the path to independence through support

The Zone of Proximal Development (ZPD) refers to the disparity between what children can accomplish autonomously and what they can achieve with assistance. It is the supplementary environment in which students can study, practice, and attain objectives that would be unattainable without enhanced support and direction.

Instructing below the Zone of Proximal Development leads to students mostly revisiting familiar concepts and honing existing skills, resulting in negligible learning advancement [12]. Conversely, instructing solely on unfamiliar ideas results in frustration and failure, hence constraining learning opportunities. While the learning process frequently entails uncertainty and first setbacks, scaffolding is employed to mitigate unneeded difficulties and facilitate student achievement. Instructing within the Zone of Proximal Development enables students to utilize their existing knowledge effectively while obtaining guidance and practice opportunities to ultimately achieve the course's learning objectives autonomously.

The fundamental concept is that learning is most efficient when the learner operates inside the zone of proximal growth, engaging in tasks that are slightly beyond their current ability but may be accomplished with the assistance of a mentor. This facilitates the enhancement of cognitive talents (logical reasoning, analysis, information synthesis) and metacognitive skills (the capacity to assess one's own learning process and modify one's techniques accordingly). The concept of the zone of proximal development underscores the significance of incremental learning and the necessity for provisional assistance in attaining complete autonomy. Educators and mentors must

be cognizant of their students' developmental stages to effectively construct the learning process tailored to their existing knowledge and skills, progressively advancing them.

Diverse instructional approaches exist to enhance students' reading strategies through the scaffolding method (educational support). Educators employ several tactics, including pre-text tasks that stimulate prior knowledge and the demonstration of reading practices that students then implement independently. Contextual support, collaborative reading, and text structure analysis enhance students' comprehension of the text. As the teacher's support diminishes, it is crucial for fostering independence and critical thinking in students.

The main pedagogical approaches are presented in Table 1.

Approach	Description	Examples
Pre-Reading Activities	Exercises conducted before reading to activate learners' background knowledge and prepare them for the new material.	Discussing the topic of the text, predicting content based on titles, working with keywords, examining visual elements (illustrations, graphs, etc.).
Modeling	The teacher demonstrates reading strategies that students later apply independently.	An example might be reading aloud with commentary, highlighting the main idea, or showing how to use context to understand unfamiliar words.
Questioning and Discussion	Asking questions about the text helps learners process what they have read and identify key points.	The teacher poses both general and detailed questions that lead to discussions about meanings, character analysis, and identifying key themes.
Contextual Support	Ensuring that learners understand new words and grammatical structures through context.	Discussing vocabulary meanings, analyzing grammar structures, and deriving the meaning of words based on their surroundings in the text.
Shared Reading	The teacher and students read the text together, pausing at key moments for explanation or discussion.	The teacher selects sections of the text for reading aloud, discussion, and analysis with the class, focusing on difficult areas and new vocabulary.
TextStructure Analysis	Analyzing the structure of the text to help learners better understand how information is organized and the logic behind the text's construction.	The teacher helps students break the text into parts, identify the main ideas of each paragraph, and discuss the links between sections (transition words and phrases).

Post-Reading Reflection	Students reflect on the text, discussing key points and providing feedback on the content.	Writing a summary of what was read, discussing the main conclusions, offering opinions about the material, analyzing the style and author's perspective.
Group Work and Interaction	Students work in groups or pairs, discussing the text and solving tasks related to text analysis.	Discussing the text in small groups, completing joint text analysis tasks, preparing questions and answers, critically analyzing arguments and the text's context.
Gradual Reduction of Support	The teacher gradually reduces the level of assistance as students become more competent and confident in independently working with the text.	The teacher provides strong support initially, helping students overcome difficulties but gradually steps back, allowing students to work more independently.
Metacognition	Developing learners' ability to become aware of their reading strategies and adjust them depending on the task at hand.	Students learn to analyze their own reading methods, assess the effectiveness of their strategies, adjust approaches if necessary, and discuss their results with the teacher.
<i>Note – compiled by the author</i>		

Table 1 – Pedagogical approaches to improving reading strategies using Scaffolding

Employing scaffolding in reading acquisition may encompass multiple stages. Initially, the instructor familiarizes pupils with the text's context and engages their prior knowledge. This can be accomplished through discussions regarding the text, engaging with keywords, and studying headings and images. This method enhances students' comprehension of the text's subject matter and alleviates their anxiety prior to engaging with new content.

The subsequent phase entails direct text reading with the teacher's active involvement. The teacher must assist students in formulating inquiries regarding the book, emphasize essential concepts, and elucidate intricate vocabulary and structures. This phase encompasses vocabulary, grammar, and text structure, facilitating a deeper exploration of the content by students.

As children advance in their reading, the teacher progressively diminishes the extent of his assistance. Students individually employ the skills provided by the teacher: seeking context for new vocabulary, utilizing guiding questions, and examining the text in terms of content and structure. At this juncture, it is imperative for pupils to engage individually with the material, so fostering advanced critical thinking and comprehension skills.

A fundamental characteristic of employing scaffolding in reading instruction is its flexibility and adaptability. Educators can adjust the degree of assistance based on the capabilities and requirements of individual students, enabling each student to progress at their own speed. This is particularly crucial in groups where students' language skill levels may differ markedly. Scaffolding facilitates a personalized approach for each student while maintaining the overall efficacy of the educational process.

Research indicates that the scaffolding method enhances the development of cognitive and metacognitive reading methods. Cognitive methods encompass approaches such as repeated reading, identifying the primary idea, and comprehending the text's structure. Metacognitive tactics encompass knowledge of the reading process, the capacity to assess one's own work, and the ability to modify approaches when difficulties arise. Consequently, scaffolding aids children in acquiring reading skills while simultaneously fostering self-regulation abilities essential for their continued academic success.

Conclusion. In summarizing the several methodologies for enhancing reading techniques through the scaffolding method, it can be asserted that this pedagogical approach constitutes the most significant instrument in contemporary education.

The primary objective is to assist students in surmounting challenges in the learning process and to facilitate the incremental acquisition of new abilities through provisional teacher support.

The implementation of scaffolding is grounded in Lev Vygotsky's socio-cultural learning theory, whereby the zone of proximal growth is crucial. This method enables pupils to conquer activities that initially appear daunting, but with the teacher's assistance, they become achievable.

A fundamental feature of scaffolding is the teacher's active engagement of pupils in the learning process. Employing strategies like pre-text assignments and modeling, educators facilitate the activation of students' prior knowledge and equip them for the comprehension of new content. Pre-text tasks are crucial to the reading process, since they enable students to comprehend the context of the text and prepare them for engagement with it. Assignments may involve analyzing keywords, examining visuals or headlines, which aids students in anticipating the text's content and alleviating anxiety while facing unfamiliar information.

Modeling, as a scaffolding tool, is crucial for illustrating reading strategies. The instructor demonstrates to pupils how to emphasize the central concept, utilize context to comprehend unfamiliar vocabulary, and conduct a more profound text analysis. This enables pupils to observe the reading process in action and later implement these tactics independently. A primary responsibility of the instructor is to assist students in task completion while simultaneously fostering their metacognitive skills—specifically, the capacity to organize their work, assess their own achievement, and modify strategies for task execution.

Once students have developed fundamental text abilities, the instructor progressively diminishes the degree of assistance. This procedure is termed gradual scaling down and constitutes a fundamental aspect of the methodology. Students commence the autonomous application of tactics given during the initial phases of learning, including contextualizing new vocabulary, posing inquiries regarding the text, and conducting analyses. Decreasing the extent of instructor support fosters independence and enhances students' critical thinking and analytical skills.

An additional significant facet of scaffolding involves engaging with context. Educators facilitate students' acquisition of vocabulary and grammatical structures through the contextual framework of the text. This is particularly crucial when engaging with literature in a foreign language, as pupils encounter a plethora of unfamiliar vocabulary and grammatical structures. Contextual support aids students in both memorizing new vocabulary and comprehending their meanings in relation to the overall content of the text. This enhances vocabulary expansion and fosters the capacity for profound comprehension of reading material.

Consequently, the scaffolding method equips educators with a versatile instrument for instructing students. It enables the adjustment of assistance levels based on the specific requirements and abilities of each student, hence enhancing the effectiveness and personalization of the learning process. This method is particularly effective in reading instruction, as it requires pupils to comprehend the material while also cultivating critical thinking, analytical abilities, and independent work skills. Scaffolding is an effective teaching approach that enhances students' cognitive growth while fostering their self-confidence and inclination towards independence. Educators employing this approach assist students in effectively managing present assignments while also equipping them for future academic and life achievements.

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